

KELLY MILLER ELEMENTARY

255 Kelly Miller Road
Winnsboro, South Carolina 29180

GRADES PK-6 Elementary School

ENROLLMENT 233 Students

PRINCIPAL Raye O'Neal-Boyd 803-635-2961

SUPERINTENDENT Dr. Clarence E. Willie 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	58	51	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Excellent	N/A
2003	Average	Good	Yes
2004	Average	Good	Yes

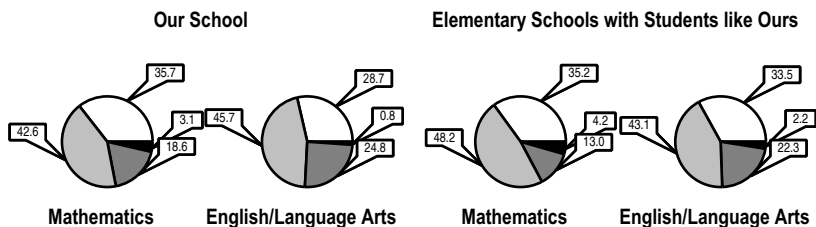
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	136	97.8	28.1	46.1	25.0	0.8	32.0	Yes	Yes
Gender									
Male	66	97.0	31.1	44.3	24.6	0.0	29.5		
Female	70	98.6	25.4	47.8	25.4	1.5	34.3		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	134	97.8	27.8	46.8	24.6	0.8	31.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	106	98.1	24.2	43.4	31.3	1.0	37.4		
Disabled	30	96.7	41.4	55.2	3.4	0.0	13.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	97.8	28.1	46.1	25.0	0.8	32.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	97.8	28.3	46.5	24.4	0.8	31.5		
Socio-Economic Status									
Subsidized meals	120	97.5	27.8	46.1	25.2	0.9	33.0	Yes	Yes
Full-pay meals	16	100.0	30.8	46.2	23.1	0.0	23.1		

Mathematics - State Performance Objective = 15.5%									
All Students	136	97.8	35.2	43.0	18.8	3.1	34.4	Yes	Yes
Gender									
Male	66	97.0	31.1	45.9	18.0	4.9	34.4		
Female	70	98.6	38.8	40.3	19.4	1.5	34.3		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	134	97.8	34.9	43.7	19.0	2.4	34.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	106	98.1	25.3	47.5	23.2	4.0	42.4		
Disabled	30	96.7	69.0	27.6	3.4	0.0	6.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	136	97.8	35.2	43.0	18.8	3.1	34.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	135	97.8	35.4	42.5	18.9	3.1	33.9		
Socio-Economic Status									
Subsidized meals	120	97.5	34.8	44.3	19.1	1.7	34.8	Yes	Yes
Full-pay meals	16	100.0	38.5	30.8	15.4	15.4	30.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	30	100.0	24.1	37.9	27.6	10.3	37.9
	Grade 4	33	93.9	50.0	45.5	4.5	N/A	4.5
	Grade 5	36	100.0	33.3	61.9	4.8	N/A	4.8
	Grade 6	30	90.0	27.3	40.9	27.3	4.5	31.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	41	95.1	15.4	35.9	46.2	2.6	48.7
	Grade 4	29	100.0	17.2	58.6	24.1	N/A	24.1
	Grade 5	33	97.0	50.0	46.9	3.1	N/A	3.1
	Grade 6	33	100.0	36.4	45.5	18.2	N/A	18.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	30	100.0	34.5	37.9	27.6	N/A	27.6
	Grade 4	33	100.0	41.7	50.0	8.3	N/A	8.3
	Grade 5	36	94.4	40.0	50.0	10.0	N/A	10.0
	Grade 6	30	86.7	40.9	40.9	9.1	9.1	18.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	41	95.1	20.5	43.6	33.3	2.6	35.9
	Grade 4	29	100.0	34.5	34.5	24.1	6.9	31.0
	Grade 5	33	97.0	46.9	50.0	3.1	N/A	3.1
	Grade 6	33	100.0	48.5	39.4	9.1	3.0	12.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 233)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.2%	N/A	3.5%	2.7%
Attendance rate	96.8%	Up from 96.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%		5.8%	3.5%
Eligible for gifted and talented	11.6%	Down from 12.4%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.1%	Up from 2.4%	8.0%	8.2%
Older than usual for grade	0.0%	Down from 0.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Up from 42.1%	48.5%	51.4%
Continuing contract teachers	78.9%	Up from 63.2%	80.0%	87.5%
Highly qualified teachers**	80.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.4%	0.0%
Teachers returning from previous year	74.8%	Up from 66.0%	82.8%	86.7%
Teacher attendance rate	95.5%	Down from 96.0%	94.7%	94.9%
Average teacher salary	\$40,902	Up 2.3%	\$39,876	\$40,760
Prof. development days/teacher	31.4 days	Up from 20.7 days	13.4 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 17.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.7%	Up from 87.1%	88.9%	90.0%
Dollars spent per pupil*	\$7,985	Up 20.7%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	58.5%	Down from 62.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kelly Miller Elementary School staff and students continued their focus on early literacy instruction during the 2003-2004 school year. With funding provided through the SC Reads Tutorial Assistance Sub-Grant, our students received additional instruction in an after-school program, supplies to implement reading strategies, and teachers were able to receive professional development in each area of literacy. Classrooms were supplied with books, book characters, and reading manipulatives that greatly enhanced the classrooms' libraries and physical environment.

Our school continued to celebrate achievements at the state, district, and school levels. We were the recipient of the Palmetto Silver Award and made Adequate Yearly Progress by meeting all thirteen objectives of the No Child Left Behind Act. The District's Spelling Bee winner and second runner-up were fifth and sixth graders at Kelly Miller. Five students participated in the USC Region II Science Fair. Dance students were invited to perform in the FCSD Holiday Extravaganza. An increased number of students are scoring at the proficient and advance levels in math and reading on the PACT.

We will continue to prepare students to reach the highest level of performance on PACT through the implementation of standard-based instruction. Emphasis continued to be placed on alignment of the curriculum with state standards and professional development for teachers and administration. The use of benchmark testing in MAPS is an added feature that is used to measure academic progress toward PACT achievement. MAPS provide teachers with feedback on students, which allows modification of instruction to meet the individual needs of the students.

Kelly Miller Elementary School is located in a rural community of Fairfield County. We continue to nurture the individual academic needs of our students. We are committed to the educational challenges before us as we strive to meet our goals.

Raye O'Neal Boyd, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	32	28
Percent satisfied with learning environment	77.8%	78.1%	81.5%
Percent satisfied with social and physical environment	75.0%	87.5%	82.1%
Percent satisfied with home-school relations	47.1%	96.9%	77.8%

*Only students at the highest elementary school grade level at this school and their parents were included.